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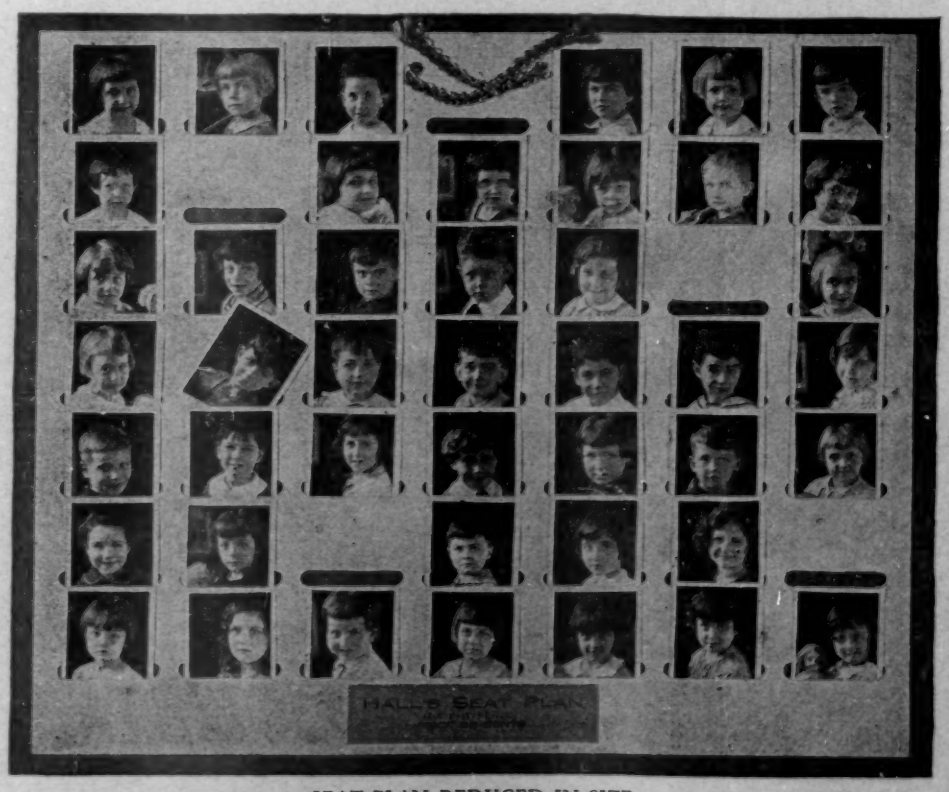

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Editorials

Achievement in Education

AMERICAN education's supplanting of public education is the most important achievement in education since the creation of public education in 1837-41. Public education recognized the right of the public to support and direct public schools.

Public education is controlled by legislation, local, state and national. There are limitations as to years in school, as to buildings and equipment, teachers to be employed, subjects to be taught and how they shall be taught.

Public education with its legal restrictions and moral assumptions has often promoted intolerance. It is clearly demonstrated that nothing can save civilization and humanity but universal tolerance.

The only possibility of tolerance through education is through utilizing all phases of education in school and out. This necessitates *parental* education which requires attention to the parents before the birth of the child, and right attention through babyhood and childhood. For this Parent-Teacher organizations should accept chief responsibility.

Churches should give wise and adequate attention to the education and cultivation of the personality of children in the families of their congregation and denomination until they go to school, and when churches provide schools they should be recognized as a factor in public education in so far as they promote American education.

Public education is the most vital of all factors in the new American education, because it is the one phase of education in which all citizens can function whether they participate in the use of those schools or not. Public education is responsible that the community benefits from all phases of education. Public education must prevent any education activity or inactivity from being detrimental to any community.

Public education is responsible for what the public schools do and fail to do, and so far as

the community good is concerned, it has some definite responsibility for all educational activities.

Private School education has become of inestimable importance in checking certain phases of public education.

Legislative responsibility for equality of opportunity has produced limitations and regulations which make it inadvisable to meet the need of some children and youth.

There are special attainments in culture that few public schools can provide by taxation. There is one academy in New England that has millions of endowment which, in addition to tuition, make it feasible to insist that no student shall be in a class in which the teacher has a load of more than ten students.

There is a New England private school with a campus of three thousand acres, and no teacher has a load of more than six students. In the biology course they breed a variety of animals and plants, to great advantage.

There is no limit to the price they will pay for a bull, stallion, ram or a rooster. I have seen a rabbit for which they paid $50.

American education has gone to great heights in recent years producing culture along various lines such as no other country is providing for children.

American education hereafter will be Parental, Parochial, Public and Private. Nothing will be neglected in education from the *cradle*, by the *church*, for the *community* and for *culture*.

World Federation of Education

AFTER some delay Dr. Paul Monroe of Teachers College, Columbia University, accepts the presidency of the World Federation of Education Associations and Dr. Augustus O. Thomas accepts the secretaryship, and the National Education Association provides headquarters at their famous new building in Washington.

This guarantees high efficiency at home and abroad. It gives an academic official leadership which will command scholastic recognition of the highest universities of the world, and the Association retains the enthusiastic guidance of Dr. Thomas, whose faith and zeal have created the organization.

This arrangement with the National Education Association provides permanent and adequate headquarters for the World Federation without assuming financial burdens until success is assured. It gives Dr. Paul Monroe and Dr. A. O. Thomas the full support of Florence Hale, president, and of Secretary J. W. Crabtree and Walter R. Siders of the National Education Association without any official or financial entanglements.

The delay in announcements has been every way helpful, as it has given time for the removal of all possible misunderstandings, financial, national, and international.

No time has been lost because the uncertainties of world civilization delayed any aggressive activities earlier in the season.

Everybody and everything will now be ready for the effective launching of a world crusade at the February meeting of the Department of Superintendence in Washington.

President Butler of Columbia

THE thirtieth anniversary of Nicholas Murray Butler as president of Columbia University is one of the important educational events of the year. The uneasiness of everybody and everything everywhere in the world at present will re-create American education and require a personal and professional readjustment of all social and religious as well as civic and economic leaders.

Dr. Butler has become one of the interesting and important public men of the world, and the effect of present influences upon him will be of interest and importance to civilization and humanity.

Verses of Boys and Girls

THE revelation of talent of school boys and girls is a constant surprise and joy. "Spreading Sails" is a booklet of forty-eight "musings" in verse of elementary school boys and girls in one elementary school of Mount Vernon, New York. They are printed with "No line, no cadence altered," Ida Evans Rogers, the supervisor, says. Four are from the second grade, five from the third grade, and nine from the fourth grade.

Mount Vernon, William H. Holmes, superintendent, is one of the cities that make Westchester county probably the leading county of the country without a large city to swell its importance.

Joseph Rosier

DR. JOSEPH ROSIER, president of the State Teachers College, Fairmont, West Virginia, is rendering important service in the National Education Association, as the elected member of the executive committee, and on the budget committee.

These offices are among the most important of the non-salaried positions, and none are more responsible in guarding the safety and use of the financial receipts and investments.

We have known Dr. Rosier in his professional and administrative activities in West Virginia for a third of a century, and he has made a masterful record in every activity.

Belding's Page

Edison, the Superman

EDISON passes into history as a superman. Not only had he made more useful inventions than any one man before him was ever called upon to make, but his inventions have added ease and convenience and comfort to millions of mankind.

Yet it is safe to say that Edison drew as much happiness from life as he imparted to it. His work was creative. In it was the thrill of discovery; the excitement of surmounting difficult barriers.

The students of today will not in many cases be Edisons. But many have it in them to emulate his splendid example of utilizing his talents to the full. No one can measure the possibilities of a human mind passionately devoting itself to the service of the race and jealously guarding every particle of time against wasting.

Edison's best gift to education was not his advice about education, though that was often stimulating, but his example to all youth and all adults of an unstinted use of his powers.

Bolster That Faith

IF, AS THE Office of Education discovered, eight newspaper men in a group of nine didn't know what a secondary school is—something must be done about it. Instead of "passing a law," the strategists have adopted the more educational plan of holding another "Education Week."

No doubt the newspaper editors will be favored with abundant material of a national or general nature regarding the aim and significance of Education Week. But the editors may not find room to print much of this material.

What they will most gladly find room to print will be the accounts of programs and demonstrations right in the home town, activities and statements of the local school authorities.

It is an opportune time in which to bring the schools and their accomplishments to the notice of the public. The people who support the schools have a lot to learn about them. Many of the new procedures which the schoolmen conduct and discuss in faculty meetings are as unknown to the average layman as the Chinese language.

In the present period of financial strain citizens may experience a wavering of faith in an education with whose purposes and methods they are none too familiar.

Resell education to the people of your community in the week of November 9 to 15. You have about the most useful article that is produced in your locality. Your confidence in the article and its desirableness should fill you with enthusiasm for the sales work that ought to be done in Education Week.

The Whole Being

THE education toward which the schools are groping nowadays is one that shall influence the whole being of the child and youth.

Happily the stage of learning by rote was long since passed in all schools of even average classification. How to increase mental power has been the question claiming the attention of schoolmasters, so far as the intellectual side of their task was concerned. But the best of them have been growingly conscious that their job is concerned with much more than the intellect.

"Somehow or other we must reach the springs of character," the schoolmen have been saying. "We must succeed in awakening the wholesome impulses. We must stop exposing boys and girls to facts they do not take. We must link up our efforts with the activities and interests natural to pupils. We must understand and be led by these young charges, if we in turn are to lead them effectively."

And so has come about the modern approach to the task of education. Teacher and pupil have formed a partnership in the quest of life experiences from which are derived fresh skills in meeting other life experiences. Education thus conceived is not cabined within a watertight compartment labeled "Knowledge" or "Intellect." It is something proceeding from the heart, something vibrant with emotion, something that is life itself.

Mistakes in Marking

CERTAINLY, there is unfair marking in the schools. Any marking that is inaccurate is unfair, and it can never be accurate. Moreover, any marking that is made by human beings possessing likes and dislikes and unable to remain uninfluenced by them, will always be unfair, both to those who are marked down and to those who are marked up.

The evil of unjust marking cannot be wholly eliminated. But it can be diminished. And this has been achieved in many schools, by concerted, conscientious attention.

Anson W. Belding

Associate Editor.

Higher Degrees Not the Only Yardstick

By WILLIS JOSEPH BRAY

Northeast Missouri State Teachers College, Kirksville

"The degree is a universally recognized measure of academic achievement, and this, supplemented by the character, professional training and experience of the prospective teacher, should be, and is rapidly becoming, the standard by which teachers are selected."

IN A RECENT issue (September 14, 1931) of the Journal of Education Professor V. H. Culp of Aberdeen, S.D., gives a frank discussion of certain questions concerning the Doctor's degree and its place in modern education. These questions are becoming more acute and more generally recognized. The 1930 meeting of the Institute for Administrative Officers of Higher Institutions dwelt largely upon this general theme, and related questions. Many thinking educators are asking whether our graduate schools are giving adequate training for college teachers. The question is being seriously asked by educational leaders as to whether the Doctor of Philosophy degree, as it is being given today, is meeting the demands of modern education. There are those who advocate the conferring of some other degree upon prospective teachers, leaving the old traditional Ph. D. degree for those who would enter the field of productive research. Others would have the curriculum for the Ph.D. degree modified to meet present needs. Dr. Henry Suzzallo says: "We have long assumed theoretically that the graduate school serves a homogeneous purpose, when, in fact, it does not." He further states that "the conception that one set of requirements will serve, and one runway of training suffice for all, is fallacious assumption clearly indicated by the recent experiences of any professor in the graduate school who will pause long enough to analyze them." [1]

It might, therefore, be taken without serious question that we must face the problem of training college teachers as squarely as we have faced the problems of preparation of teachers in the elementary or secondary field. It is doubtful if the problems of the adequate preparation of college teachers could ever be solved, however, by the philosophy back of Professor Culp's paper. The assumption that the possession of a higher degree leads to snobbery is hardly warranted. While there may be isolated cases in which a person possessing the Doctor's degree becomes snobbish, one would certainly not be justified in making any sweeping generalizations on the basis of these few cases. It is doubtful if there are many who have received this degree who would look back upon their last two years of graduate work as "simply a lot of valuable time wasted." Professor Culp's criticisms appear to be almost wholly destructive, contributing little to the real solution of the problems involved in the question which he raises.

It appears that Professor Culp would look with disfavor upon research work as a part of the preparation of college teachers. Dean Gordon J. Laing of the University of Chicago says: "No one can make scholars unless he is himself a scholar." He further states that "research courses of the right sort, then, must be given a prominent place in the training of prospective college professors." "And any effort," he says, "to reduce the time now given to courses of this type in our graduate schools is a mistake of the first magnitude." He says that "the inefficiency of Doctors of Philosophy in teaching is due in a large number of cases not to the fact that they have spent too much time on research, but to their not having spent enough time on it." [2] Training in research tends to develop clear-cut thinking, systematic methods of attacking problems, scientific methods of study, and precise clear statement of results. It is doubtful if any other training that might be introduced into the curriculum of the Doctor's degree, or any other degree for the training of college teachers, could better fill this need. Certainly no thinking person would contend that the average college teacher could acquire this training by his own efforts, or by reading of books of leading authorities who have contributed to the literature of the subject or

1. Suzzallo, Henry.—The Reorganization of Postgraduate Work for Prospective College Teachers. Proceedings of the Institute for Administrative Officers of Higher Institutions, 1930. Vol. II, Chapter VI.

2. Laing, Gordon J.—The Newer Educational Program and the Training of Teachers. Proceedings of the Institute for Administrative Officers of Higher Institutions, 1930. Vol. II, Chapter V.

field. Surely no one would consider following to its logical conclusion Mr. Culp's statement when he says that "the value of such study (educational study in graduate schools) has been greatly exaggerated; for in this age of books, magazines, and educational meetings, it is more than possible, even for the average, to keep abreast of the teaching world in one's own narrow field without such contacts." That would seem to eliminate all systematic graduate training and substitute therefor a poorly organized reading or home study course. It is a firmly established fact that those who are to lead in the development of youth today must themselves be most carefully and systematically prepared for such important work. It has been established by careful studies by committees of the North Central Association of Colleges and Secondary Schools that college faculties having the highest scholarship, as measured in academic degrees, tend to have the best teaching. In other words, that there is a high correlation between academic scholarship of faculties and superior teaching.

THERE are fields of graduate study for which a reading knowledge of certain foreign languages, particularly French and German, is a necessary tool. For such there can be no doubt as to the wisdom of requiring a reading knowledge of these languages of all candidates for the Ph.D. degree. Where such foreign languages are not a necessary tool, it may be open to question whether or not they should be required. In any case there can be little doubt that one is made broader in his educational outlook and interests by his having acquired a reading knowledge of French and German.

It may be that the ultimate solution of this problem of adequate training of college teachers lies in the conferring of some new degree, possibly the Doctor of Education degree. There is no doubt that the overwhelming majority of the recipients of the Ph.D. degree from American universities today enter the teaching profession. There is no doubt, also, that among these teachers there are many who are distressingly inferior teachers. It appears certain, however, that the program that seems to be in the mind of Professor Culp would offer almost nothing by way of solution to the problem. It may be that prospective college teachers should have systematic practice and observation teaching experience under competent supervisors, as is being advocated by a number of our leaders today, before being awarded the Ph.D. degree. It may be that all should be given some other specific professional training. These points are being seriously considered by graduate schools throughout the country, and we may look forward to an ultimate solution of these problems, but not, it would appear, by the methods embodied in Mr. Culp's article.

It is possibly true that, in some cases, the possession of the Doctor's degree has been the chief criterion in the selection of college teachers. Any such cases would be inexcusable in the light of modern educational knowledge and practice. It may safely be said that we are at the beginning of a change of attitude in this respect on the part of educational administrators. No longer are most thoughtful college and university presidents content to measure the qualifications of a prospective teacher solely by the degrees possessed. The degree is a universally recognized measure of academic achievement, and this, supplemented by the character, professional training and experience of the prospective teacher, should be, and is rapidly becoming, the standard by which teachers are selected. It is certainly true that the various standardizing agencies are largely responsible for the great advancement made in the qualification of teachers in the elementary and secondary fields. These standardizing agencies have gradually raised standards for teachers until we may now feel a considerable measure of pride in our elementary and secondary school systems. Why should not similar standardizing agencies use similar methods of raising standards for college and university teachers? That is exactly what is being done by such standardizing agencies as the North Central Association of Colleges and Secondary Schools, and the American Association of Teachers Colleges. It would seem that higher standards should be welcomed by the teaching profession as a whole, even though it might mean personal sacrifice for many. In this direction lies real improvement of instruction in colleges and universities.

"It is not too much to say that the need of civilization is the need of teachers. The standards which teachers are required to maintain are continually rising. Their work takes on a new dignity. It is rising above a calling, above a profession, into the realms of an art. It must be dignified by technical training, ennobled by character and sanctified by faith."

—Calvin Coolidge.

Problems *of* Personality

By GARRY CLEVELAND MYERS

Western Reserve University, Cleveland

Author, "The Learner and His Attitude," "The Modern Parent," "Building Personality in the Child."

VII—Playground Fears

AN OCCASIONAL child timid in the classroom is also timid on the playground. More often it is the child excelling in the recitation or doing well at it who does not get on happily with his classmates on the playground. His excellence at studies may cause him so to domineer over his fellows in the schoolroom as to render him unlikable to them outside of it; and his very lack of success at play may urge him to strive more for excellence scholastically. However sportsmanlike he may be in the recitation, those pupils he surpasses noticeably may compensate on the playground by striving for dominance where they more normally can win the cherished approvals of their fellows. Their superiority at play may cause the successful student to feel the more inferior on the playground.

The successful pupil, finding so many satisfactions from books, is inclined at home, as well as at school, to withdraw from the play group in which he feels inferior, waxing more inferior socially and increasing his satisfactions from self-amusement. His habits grow to the modes in which they are exercised, in one direction, lagging more and more socially.

A good many children, before entering school, had never learned to play normally on the neighborhood playground. As they grow older their old habits tend to persist at home and at school. Before they know it they are so far behind the gang in play skills and in ability at self-defence, that their fears of failure at normal play and physical competition pile up enormously. Naturally they withdraw from the group so as not to suffer from painful comparisons. Some such children reach high school, even college, without having attained any skills at usual games in which most of their fellows excel.

In the public schools are some pupils who at recess sit alone in the classroom to pursue some mental work while their comrades are outside at normal play. Fortunately many teachers do not permit children, except when ill, so to linger in the room at recess. Driven out, some do find themselves; others don't, but are very unhappy. Suffering from grave inferiority feelings, they may strive to find relief by bullying weaker children, or by starting quarrels on the playground. When they get the worst of it they go tattling to the teacher, who is likely to reward them, rendering their future experiences more painful, by punishing the tattler.

In spite of our advance in educational thought and practice, there is not much expert guidance by teachers on the school playground. With the number of non-social children coming to school on the increase, particularly among those coming from the homes the more favored economically, there is a growing need for training on the playground in specific play and social adaptation. A number of the timid, quarrelsome children need to be taught to fight in self-defence. Boxing lessons would help some of them. It is the child afraid to stand up and defend himself when attacked who is the worst bully. It is his effort to escape the tortures from being called a coward that makes him try, by attacking those he easily can lord it over, to fool himself and others to believe him brave. If, moreover, he were trained in specific play skills so that, for instance, he could hit and catch a ball with dexterity, he could win approval of his fellows, and escape the felt need of resorting to unfair means to climb for superiority.

THE school can do most for the non-social child by co-operating with the parents, persuading them not only to allow their children at home to play freely out in the open with the gang of the neighborhood, but to encourage them to do so and to settle their own quarrels. We shall beg parents to attract their children to become scouts as soon as possible, to enter clubs of the Y. M. C. A. and similar institutions, also to send them to summer camps as often as their purses will permit.

Back of the intra-mural athletics for all children in the upper grades, junior and senior high school, let us place ourselves; also back of the school clubs, dramatic and music organizations as well as back of all extra-curricular activities, with a view to developing the whole child and building an all-around personality in every pupil.

How Are You Meeting *the* Challenge?

By CHARLES S. MEEK
Superintendent, Toledo, Ohio

"Now is our opportunity to render invaluable service. In order to measure up to what is now demanded of us we must apply in our own lives what we have taught children—the standards of productive living."

TEACHERS share with all others the distress occasioned by the present economic situation. Funds for operating schools have been everywhere curtailed. This necessarily means reduced salaries, increased number of pupils per teacher, inadequate educational supplies and equipment, and curtailment or elimination of many educational activities. Educators, like members of all other crafts and professions, must share increased burdens and deprivations.

It is far beyond my power and no part of my intent to offer any remedial program for the ills which now beset us. I can only attempt to be constructive by suggesting the mental and spiritual attitude we may assume in the educational emergency which confronts us. We dare not be stunned and hopeless about the unhappy present and the unpromising future outlook. We have always affirmed that we must prepare children to assume the obligations of life fearlessly and effectively.

Life now presents to us teachers one of its most serious challenges. How shall we meet it? Recall how Daniel Frohman, the actor manager, met life's supreme challenge—death. On board the sinking steamship Titanic, after the last loaded lifeboat had departed, and when all who remained were doomed to immediate and certain death, he said to his fellow voyagers: "We all are about to die, but why fear death? I welcome death as life's most interesting adventure." In our attempt to bear up under all the demands of teaching and of living which now press down upon us, though they are outside of and far beyond all our previous experiences, with clear minds and strong hearts may we not accept them as new and interesting adventures?

In teaching children proper standards of living we have cited with all sorts of reiterations the inspiring example of the great builders of civilization. We have glorified the selflessness and the heroism with which they overcame all the odds against them. In our efforts to stir the hearts and to ennoble the behavior of our pupils, perhaps we have idealized the achievements of the great of all ages who in behalf of their fellow men have made of their own lives such distinctive contributions. We have been sincere in what we have taught and now is the time for us to emulate what we have extolled.

OF COURSE we cannot formulate and proclaim to the four corners of the earth remedial treatment for the ills which have come upon the human race. But we can catch something of the spirit with which the prophets and the saviors of all the centuries have served and saved humanity in its periods of distress and adversity. They have always been able to infuse courage and hope into all with whom they came into contact. I would not underestimate the seriousness of the calamity which is upon our nation. But it has gloriously and triumphantly survived crises just as menacing. It will just as victoriously emerge from its present difficulties. Now is the time for us to have faith in the future of our country, beclouded though appears its present status. What prompts rats to desert a sinking ship never does the ship, the world, or the rats any good. If the teachers in intimate contact with most of the homes in the nation shall be uniformly courageous and hopeful, their power to restore public confidence will be almost incalculable. Now is our opportunity to render invaluable service. But in order to measure up to what is now demanded of us we must apply in our own lives what we have taught children—the standards of productive living. We must be optimistic, for we know that hope and achievement are just as inseparable as are despair and futility.

Faith and hope always abound in happy situations. When Becky Sharpe in "Vanity Fair" visited the palatial home of the stupid but virtuous Amelia and observed how everything in that environment contributed to luxuriant ease and comfort, Becky said: "It is easy for Amelia to be virtuous on ten thousand pounds a year, even I could be virtuous on ten thousand a year."

The fine spirit of co-operation in which we formerly lived and labored was merely the reflection of what our surroundings radiated. The weak and the thoughtless may easily be optimistic when all are prosperous. Character and intelligence are

required to be constructive in the midst of adversities. Teachers of character and intelligence are imperatively demanded for this dark period in education.

I RECENTLY had a conference with an officer of a closed bank in a middle western city. In a personal visit which followed the conclusion of the business which brought us together he said: "I have spent my life in service to this bank. All my savings are invested in it. I know that any reorganization of its resources for the resumption of its business must wipe out all my stock in it. I am a bankrupt, but I am not thinking of my own personal losses. All my energy and all my thoughts are being devoted to ways and means whereby this bank may resume business and relieve the distress of those who have had faith in it."

I appreciated that banker as I never had before. He is now a stronger and a more useful man than ever before. Adversity had brought into action latent resources within himself hitherto undeveloped. His bank in its reverses is now receiving from him a far more rare type of service than in its prosperity it could ever have exacted. Also, his exacting concentration on the service to others was indirectly accomplishing his own rescue, since it prevented the morbidity of spirit which would have resulted from the constant contemplation of his own personal losses.

The attitude of that banker is suggestive of the spirit with which we should now render our professional service. Our patrons have had faith in us. They have committed to our custody their most cherished possession—their children. They expect us to safeguard the future usefulness and happiness of those children who are now about all that many parents have left to them. Our pupils should, therefore, be for us now a far more appealing obligation than they have ever been before. The schools must be for them not only temples of learning, but also places of refuge and means of escape from the depressing atmosphere which envelopes their homes. They now come to us perhaps with concealed sorrows, anxieties and wants they have never before experienced.

For compensating them for what their homes may not provide them perhaps there may be within us some hitherto undeveloped resources. What now tries our souls may quicken within us some great deep genuine emotions never yet profoundly stirred, render operative within us some latent attributes of character never yet brought into active service. Now is the time to make of ourselves and to give of ourselves everything.

Our profession is now a clarion call to service more compelling than any to which we have ever before responded. . That call now challenges all that we are and all that we may become. In response to its urgency we must now mobilize far more than we have ever before assembled. What constitutes our professional character at this critical time in our history must undergo the acid test of strength and stability. Shall we be able to submerge our own personal deprivations and throw ourselves into our professional service with even greater spontaneity and enthusiasm than ever before? To save the present educational situation such exacting professional service is now indispensable and may only be attained by the most heroic, self-sacrificing effort. We may only reach such heights by the exercise of unchangeable, unquenchable power of will.

In measuring up to the utmost of what is exacted of us we effect our own salvation. By making of our work a complete obsession we escape the debilitating anxiety which would result from permitting our thoughts to dwell upon our own personal plight.

THE founders of the American Republic launched the world's first abiding experiment in democratic government. With the vision of genius they at the same time provided for the world's first attempt at national free education because they knew that a democracy might not long survive unless education became universal. The public schools, therefore, have always been our country's most reliable asset. The challenge at this time is squarely up to us to see to it that the public schools shall not become just another of the nation's frozen assets. There is now imposed upon us a far greater responsibility than we have ever before been called upon to assume. I doubt if with the financial leaders of our time there resides a greater accountability. Everywhere material and spiritual values have crumbled and public faith has been shattered. For restoring material and spiritual values and for sustaining public faith the public schools must operate as a one hundred per cent. gilt edge security.

"Business is good in education. There are more customers asking for more and more education than ever before. Our whole population, whether child or adult, seems bent on securing more and better education."

—J. M. Gwinn, Superintendent, San Francisco.

The Up-to-Date Elementary School

By DR. J. CAYCE MORRISON
Assistant Commissioner for Elementary Education
State of New York

"Who today can say that arithmetic is more essential than music to the happiness or success of our people? . . . Whatever his special gifts may be, we expect the school to help each child discover those talents and cultivate them."

THE clock struck seven. John bounded out of bed. No more sleep for his parents that morning. This was *his* day, the day he had awaited these many weeks, the day he had thought would never come, the day when he would be a truly *big* boy, when he could go—as he had seen so many other children pass his door—to school.

How proudly he started out that morning! How happily he waved goodbye to mother! How eagerly he ran the last remaining steps to throw himself into the midst of the game the children, already gathered, were playing! This was what he had longed for—a world where children saw things, did things, made things—played, sang, danced—yes, and worked! John loved to work. Had he not helped his father in the garden and in their basement workshop? Had he not set the table for mother, and polished his own shoes? John liked to work, he was never so happy as when he had done real work. Especially was he proud when he accomplished something really hard.

His mother watched the last bob of his wavy tan head disappear around the corner. He was gone! After five years of constant care and loving guidance, he had suddenly left her arms and her hours—empty indeed! Into what had she sent him? Would this first year in school build for him a foundation for all the years that lay ahead? Would the school help her develop those ideals, those attitudes, those habits, those qualities of mind and body to which she had devoted these five years past?

John is one of the 200,000 children who last month, for the first time, entered New York's public schools. His mother's hopes and fears are but the hopes and fears of all these thousands of mothers—yes, and of fathers, too—who for the first time see their little ones enter a world beyond the home. What do they expect of this great institution we know as the elementary school? Each answers not in terms of the state, nor of society, nor of the teaching profession, but in terms of his wishes for his own child.

Above all else, every parent wants his child to be happy. He would have John's buoyant eagerness for the first day go with him through all the days of his school life. He would watch him each succeeding morning start out expectant, eager, joyous—filled with song and laughter. He would have him return at the close of the day—tired, perhaps, yes—but radiant with the joy of the day's experience, confident in his achievement, eagerly expectant of what tomorrow would bring.

Such happiness comes only with real achievement. Every parent wants the school to help his child develop effective working habits. On the one hand he has no use for the soft pedagogy that permits a child to flit from one thing to another, accomplishing nothing; on the other, he rebels at the school which out of ignorance or blind adherence to time-worn philosophy loads the child day after day with tasks beyond his capacity, and too often not worth the doing. In any event he wants his child to learn to work, to work effectively, to work at tasks worth doing, to develop work that is his very own, that he accomplishes because there is nothing else he would like so much to do. How carefully the wise parent watches for those signs of interests that lead the child from day to day, and that finally grow into the larger purposes that dominate his life.

In the school the child makes his first great contact with democracy. He mingles daily with children from homes that are rich and homes that are poor; with children who have had every loving care, and children who have scarcely known a kind word; with children who are spoiled, selfish, and with others who have already learned much of the fine art of social living. From all these he is destined to learn much never taught by parent or teacher.

Many a habit developed in the home, the parent expects the school to counteract; many a thing learned outside the home he wants the school to eliminate; many a trait inherited from an earlier forebear he asks the school to help the child overcome. To master the fine art of living in a democ-

racy the home needs the active co-operation of the school. Standing alone the home fails.

As parents we want the school to help our child understand the distinctions between right and wrong, to grow in capacity for making choices as to conduct, to develop reverence for all that is true and good, to respect his home and his elders, to be courteous to his fellows, to be helpful to those about him, to learn the fine art of being at home with whomsover he meets; and especially to develop from within those standards of judgments that will enable him wisely to select the friends with whom he shares his innermost self. We take for granted that the school will help every child master the tools of learning; reading, writing and arithmetic we still consider the foundation stone of an education—the peculiar province of the elementary school. How proud we are when our child first begins to read for us, to demonstrate his mastery of words, to display a sense of numbers, and to write his first letter. All too rapidly the months and years pass!

We want more than words, words, words, more than the mechanical understanding of numbers, more than the mere skill of writing. We expect to see this child of ours reading for the sheer joy it gives him, reading to find ways and means of doing things, reading to find the answer to questions real and vital to himself, reading as a means of exploring his social heritage.

We expect him to find in numbers a means of social adaptation, an instrument for helping him solve *his* problems. His writing we view as a means of expressing his feelings, his thought, his imagination. We do not expect the elementary school to give him final mastery of these tools, but we do expect that it will carry him far enough to enable him to master so much of their use as may be essential to his success in the years beyond the elementary school.

Beyond the scope of the three R's is a vast field of knowledge teeming with interest to the average child. This we would have the school help our children to explore. Who today can say that arithmetic is more essential than music to the happiness or success of our people? Is not self-expression through art quite as essential as through writing? In an age when the structure of society is being remade before our very eyes, surely the study of men's social relationships—history, geography, civics--is important. In a social structure where children are in daily contact with the varied manifestations of science, where the average child enters the first grade with a considerable body of scientific knowledge already assimilated, we may reasonably expect the school to help him capitalize the knowledge and experience he gains outside the school.

Information alone is not sufficient. Every child has special aptitudes, possesses something of the creative, lives in a realm of feeling. We want our children to be moved by the rhythm and the mood of music, to be sensitive to the harmony of line and form and color, to find something of spiritual strength in both society and solitude, to seek recreation in wood and field.

The little girl who wrote: "I like to lie on the grass and hear the birds sing and the little sheep talking together, and the children singing happy songs" had a school that encouraged children to give expression to their feeling. So had the little Italian girl who closed her description of "Coming to America" with these words:—

> "America! America is so beautiful. Italy is nice too. America is all in my heart and so is Italy."

We expect the elementary school to help children find expression for their feelings.

These children of ours are many talented. They may write poetry and prose. They may seek self-expression through music, dancing, drawing, painting, modeling, and construction. Some may lead in social organizations. Some are gifted in public address. Others are at their best in the solitude of seashore, woodland or fields. Some are gifted mechanically and express their talent best with tools and materials. Whatever his special gifts may be, we expect the school to help each child discover those talents he has, to cultivate them and to make the most of them.

Of one thing we are certain—our children will live in an adult world quite different from the one we know today. They will meet situations, will be confronted with problems, which we cannot now foresee. In such a changing world the essence of education is the power to think. The cultivation of this power begins in the home. It must have the active guidance of the school from the kindergarten on. We want the school to help the child grow in power to size up situations, to define the problems confronting him, to develop skill in collecting and weighing evidence, to exercise wisdom in choosing between two lines of action; and to learn to evaluate the results of his own decisions. Today as never before the world stands in need of people who are guided not by opinion, nor prejudice, nor hearsay, but by rule of tested thought. We expect the elementary school to lay the foundation that will enable our children to guide their lives increasingly by this rule.

To have our children grow in capacity, to guide their action by tested thinking, to find expression for whatever talents they may possess, to have wise guidance in exploring their social heritage and environmental experience, to master the so-called tools of learning, to develop right habits of conduct, and effective habits of work, and to find happiness in their daily living—these, in brief, are the things we expect of the modern elementary school.

They Say

WILL C. Wood, vice-president, Bank of America, Oakland, California:—

"Character, above all things, determines how long a man can hold a job, whether he will be promoted to places of greater responsibility, whether he will be granted credit for carrying on his business, whether he can hold his customers, whether he can build up his business, whether he can weather an economic storm. All school subjects should be made to contribute to character building and all school activities should be grist for the character mill."

ALBERT EDWARD WIGGAM:—

"No genius ever was a dull child, and no dull child ever became a genius or ever will."

A. M. JONES, assistant cashier, Chase National Bank, New York:—

"Today the most necessary asset for success is a flexible and adaptable mind. . . . Without doubt our national flexibility is due to the fact that we are the greatest advocates of mass education in the world. Our schools have the largest per capita attendance, and there are more of our workers today taking outside courses of study than in any other country."

GEORGE BERNARD SHAW:—

"Instead of shortening the working day (the obvious thing to do) we go on giving all the leisure to an increased and increasing number of parasitic people."

WILLIAM JOHN COOPER:—

"Science, art, music, and education recognize neither race nor nationality, neither caste nor creed."

DR. DAVID SNEDDEN:—

"Vocational schools entirely distinct from the high schools would carry students to full journeymanship standards of competency and would include several hundred distinct vocations, ranging from carpentry and restaurant cooking to farming, stenography and home-making."

CHARLES F. THWING: —

"Compare the photographs of college men at graduation with photographs of the same men fifty years after. In the first are seen hopefulness, fairness and purity of face; in the last are seen solidity, strength and noble assurance."

ANNIE C. WOODWARD, High School, Somerville, Mass.:—

"Our international future depends mainly upon the degree to which some solution is found for this major problem of our modern civilization—that of educating its people."

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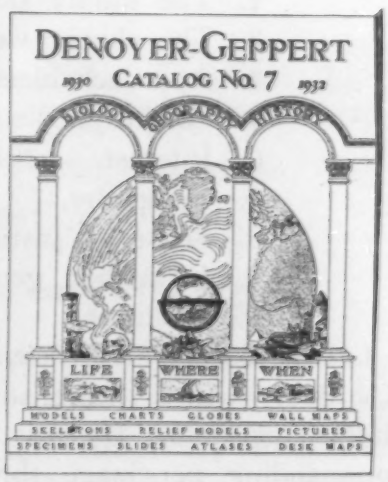


Name..... Position.....

Address..... School.....

P'ostoffice..... State.....

J.E. 11-31

CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

The Inner Teacher as a Character Training Influence

I CAN sense your struggle over the title of this Workshop conference, so I hasten to make clear the distinction I have in mind between the inner and the outer teacher.

I think a little reflection will convince anyone that every time Miss X enters the classroom she enters in a dual capacity; the Miss X whom the children see and hear, and the Miss X, the spiritual personage whom they do not see and hear except as she comes to them through the intangible channels of almost intuitive perception so wonderfully developed in children. As regards influence in character training we can safely rule out of consideration the outer teacher. In any case her attack is very largely along the intellectual line; her whole thought is centred on achieving a certain degree of mental progression on the part of her children. The inner Miss X, however, is vastly more important, and is the real means of all character development among the children in school time. To make my meaning more clear I list below the ten great character building attributes of the inner teacher. Of course these attributes are manifested to the child through the outer teacher as, for instance, in the case of the Cheery Word, but while the word spoken arises from the outer teacher the cheer that it carries is entirely the outpouring of the inner teacher.

In their order of importance and in the order in which they manifest themselves, these ten great character building influences are as follows:—

1. Appearance.
2. The kindly smile.
3. The cheery word.
4. Approachableness.
5. Courtesy.
6. Interest.
7. Sympathy.
8. Sense of justice.
9. Firm but gentle discipline.
10. Radiance.

Let us assume now that Jimmy arrives at Miss X's door with a heart sorely troubled by some childish problem. He sees Miss X as a great and commanding personage through the eyes of the child, sitting on a throne of vastly more influence than the throne of a king. He is either repelled from or attracted to her by this distant vision of his—how she is dressed, how she carries herself, how she acts, his memory of her under other circumstances, create within him either a sense of confidence or a sense of withdrawal. If Miss X passes the first test Jimmy approaches and is met with a kindly smile, but still at a distance. He is encouraged to approach closer, the cheery word becomes a further inducement. He has found his teacher approachable and he does not hesitate to come near to her.

Standing in childish confidence as near to her as possible he awaits the next move, which is distinctly that of the teacher. If she is courteous and gentle, Jimmie is emboldened to begin his story. If, as it progresses, she shows genuine interest, looking him in the eye and perhaps taking him by the hand or laying an arm around his shoulder, the heart of Jimmie goes out to her in real confidence. If in addition to her interest which may be professional she shows real sympathy, Jimmy's heart swells within him and he unburdens himself, feeling that out of the teacher's sense of justice will come a solution of his problem.

The teacher who has carried her charge to this point will have no difficulty in dealing with the eighth attribute, that of firm but gentle discipline; if Jimmie is wrong she will very quickly convince him of his error and set him right; if he is right, she will advise him what to do, and at the end of any such conference teacher and pupil will feel that highly emotional sense of comradeship which comes to those only who have been united in the solution of life's inner problems. We may call that feeling radiance, for from it certainly emanates an inner glow of joy.

Now it will be noted that the ten great character building attributes are all emotional; that nowhere has there been mention of knowledge or academic training or college degrees. From the standpoint of the inner teacher these are superficial though potentially highly important conditions which may or may not be of assistance in character building work. Again, we find great emotional elements of life entering the problem, drawing teacher and pupil together in a community of heart interests which never can be derived from any particular intellectual foundation.

Question—You list "justice" as a heart attribute. Is it not an attribute of mind?

Answer—In its broad meaning "Yes." In its application to little children, their quarrels, their minor delinquencies, "No." When a

child appeals for justice the idea of personal rights enters his mind only vaguely. What he senses, that is, feels, is indigation, the emotional reaction of rebellion against what he knows or feels to be false; a surge of righteous anger; a sense of humiliation or outraged dignity, all of which are fundamentally matters of emotion with him and only remotely integrated with his idea of what may be characterized as his rights.

HILDA'S PROBLEM

From The Egan Monthly Service in Character Training. Copyright.

HILDA was in trouble. Anyone could see that. Although the bright, crisp fall day pleaded for a hop-skip-and-a-jump, she approached the school head down and rather slowly. The old wooden stairs creaked noisily as she mounted to the second floor.

APPEARANCE

The room door was open and, as she half-hoped would be the case, Miss Farnum sat at her desk with a ray of morning sun warmly wrapped like a fairy shawl of gold about her shoulders.

Hilda's eyes lighted a bit at the pretty picture, so neat, so clean, so radiant, so inviting.

THE KINDLY SMILE

Hilda paused half-way through the door. Miss Farnum glanced up, recognized her with widening eyes, and smiled.

THE KINDLY WORD

"Good morning, Hilda. Isn't it a little early for you to come to school?" Miss Farnum's voice was as pleasant as her smile.

APPROACHABLENESS

"Yes'm!" said Hilda timidly, as she slowly approached the desk.

COURTESY

Something about Hilda attracted Miss Farnum's attention. She laid down her pen, and wheeled her chair, and held out her right hand. Hilda hesitated a second, then placed her hand in that of the teacher, and sighed.

INTEREST

"Is it about your lessons?" asked Miss Farnum.

Hilda shook her head.

"Whatever it is I know *something* is bothering you. Tell me all about it. You know, Hilda, when you are in school you belong to me in a very real way, and I belong to you, too."

SYMPATHY

Hilda smiled feebly and pressed Miss Farnum's fingers just a bit.

"Well," she said, "It's about a magnifying glass."

A NEW Spelling Book BASED on Common Sense

BUCKLEY-WHITE SPELLER

By HORACE MANN BUCKLEY, *Assistant Superintendent of Schools, Cleveland, Ohio* and MARGARET L. WHITE, *General Supervisor, Elementary Schools, Cleveland, Ohio.*

LEARNING, rather than teaching is emphasized in this speller. The first purpose of the book is to make automatic the correct spelling of the 3,000 to 5,000 words most needed in writing by the pupil and the adult.

The words are grouped in three sections:

1. **A minimum list which every pupil should master.**
2. **A supplementary list which pupils of average ability are expected to know in addition to the minimum list.**
3. **A second supplementary list for study by bright pupils after they have mastered the preceding lists.**

The **Buckley-White Speller** is refreshing in its well-organized simplicity and its understanding of the way a child's mind works.

It has 159 pages and its price is $0.48

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta

"I once owned one myself," said Miss Farnum. Hilda nodded.

"Mary Stevens owns one," said Hilda, "and I love to look through it better than anything else in the world, I guess, and—and last evening I was down to her house looking through it, and somehow—it got lost, and Mary and I hunted everywhere and couldn't find it."

SENSE OF JUSTICE

Miss Farnum turned Hilda just a little so she could see her face.

"And so," went on Hilda, "I went home, and—and this morning I found the glass in the pocket of my dress."

"It had accidentally dropped in," said Miss Farnum.

Hilda's face flushed, then she burst into tears.

"I *didn't* steal it," she cried. "*Honestly,* I didn't."

Miss Farnum put her arm around Hilda's shoulders. "I *know* you didn't," she said. "I know it was all an accident. Don't cry any more. You and I will think up a plan that will free you from all suspicion."

Noon came and Miss Farnum was still thinking. What *could* she do? Would Mary and her mother ever believe Hilda's story? Would it be better to let the matter rest as it stood?

That evening Miss Farnum still wrestled with her problem. Suddenly a light broke over her. "How stupid I have been," she said. "Suppose Mary and her mother *do* think Hilda stole the glass, it is better for *Hilda* to have the matter settled *now*."

Ten minutes later Miss Farnum was in Mary's home.

"I am glad you came," said Mary's mother. "We were just beginning to be suspicious, for we have looked everywhere. Of *course* I understand. Life is full of just such mix-ups, and it was real generous and good of you to take the trouble to straighten out matters."

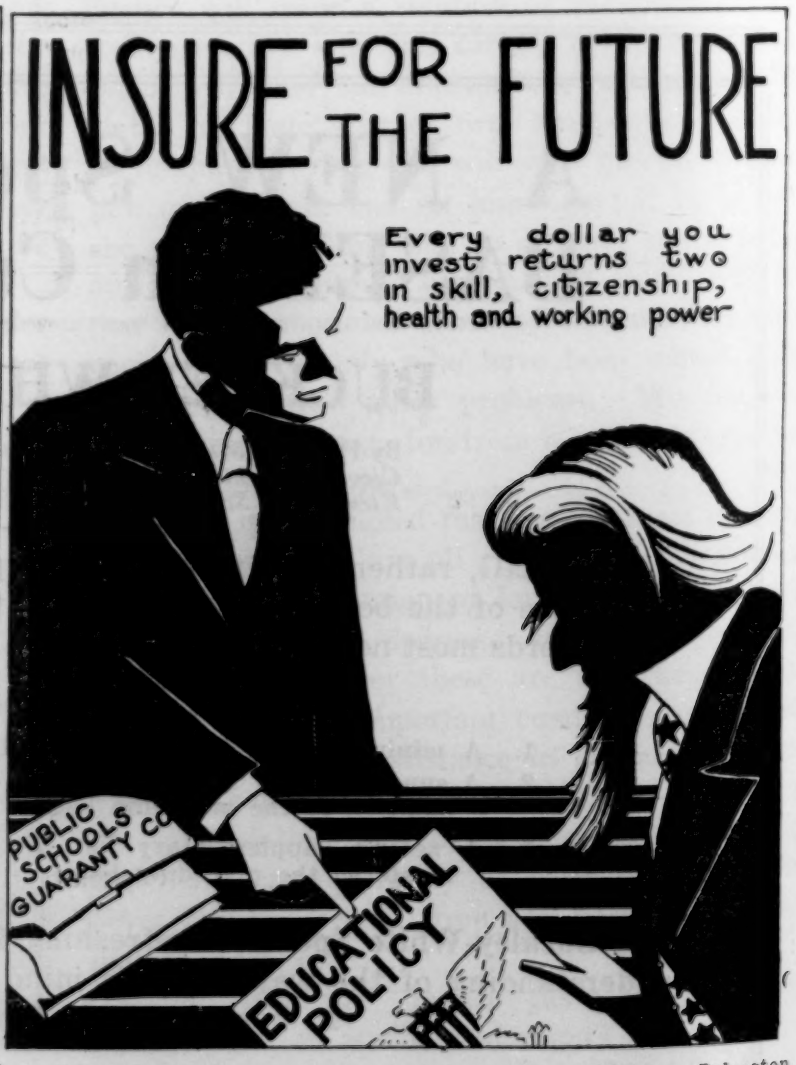
RADIANCE

When Miss Farnum had gone Mary's father glanced up from his paper.

"I may be old-fashioned to say it, my dear," he said to his wife, "but this home seems just a little brighter since that teacher entered it."

You are invited to submit Character Questions to Mr. Egan for consideration in "Character Workshop."

Gus Toth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Every dollar you invest returns two in skill, citizenship, health and working power
PUBLIC SCHOOLS GUARANTY CO
EDUCATIONAL POLICY

William Johnston

The Division of Publications of the National Education Association each year asks high school students to draw cartoons portraying the significance of the schools in American life. These are some of the many drawings prepared in this project.

THIS WEEK ON THE AIR

Nationwide Radio Broadcasts Selected For Their Educational Interest

How often you have exclaimed: "I must have missed that!" when some one told you of an exceptionally fine radio feature which you or your pupils would have enjoyed hearing.

To reduce these regrets to a minimum, the editors of this magazine have arranged for the advance listing of certain radio features promising to have educational value.

A beginning is made this week with the program of the Columbia Broadcasting System.

On the Columbia Network

Key Station WABC

Eastern Standard Time

Monday, November 2

9.30 A. M. Tony's Scrap Book—Conducted by Anthony Wons.

4.30 P. M. National Student Federation of America Program.

6.00 P. M. Current Events — H. V. Kaltenborn.

10.30 P. M. Toscha Seidel, Violinist, with Concert Orchestra.

Tuesday, November 3

9.30 A. M. Tony's Scrap Book—Conducted by Anthony Wons.

7.30 P. M. Kaltenborn Edits the News.

Wednesday, November 4

9.30 A. M. Tony's Scrap Book—Conducted by Anthony Wons.

6.00 P. M. "Bill Schudt's Going to Press."

10.15 P. M. Columbia Concerts Corporation Program — Jean Dusseau.

Thursday, November 5

9.30 A. M. Tony's Scrap Book—Conducted by Anthony Wons.

11.00 A. M. United States Chamber of Commerce.

11.30 A. M. New York Medical Society.

7.30 P. M. Kaltenborn Edits the News.

8.15 P. M. Talk by Marvin Shirley, Rep. of U. S. Dept. of Commerce — From Charlotte.

8.45 P. M. Angelo Patri, "Your Child." Announcer, Kenneth Roberts.

Friday, November 6

9.30 A. M. Tony's Scrap Book—Conducted by Anthony Wons.

3.45 P. M. Dr. William Gerry Morgan, "How Digestive Disorders May Be Avoided," from Washington.

5.00 P. M. Curtis Institute of Music Program.

8.30 P. M. March of Time—Dramatization of the Week's Outstanding News Events.

10.30 P. M. Talk by Football Coach.

Saturday, November 7

9.30 A. M. Tony's Scrap Book—Conducted by Anthony Wons.

10.00 A. M. Jewish Art Program.

11.00 A. M. New York Philharmonic Symphony. Children and Young People's Concerts. Ernest Schelling, Conductor.

12.45 P. M. Wingate Athletic Broadcasts.

6.15 P. M. The Chinese We Hear About—Nathaniel Peiffer.

7.15 P. M. The Political Situation in Washington Tonight — Frederic William Wile.

9.30 P. M. National Radio Forum from Washington.

Grins Between Grinds

Preference

Teacher—"Which one of the five senses, sight, feeling, hearing, taste or smell, could you get along best without?"

Small Boy—"Feeling, because when you get in an accident you won't get hurt."—Vancouver Province.

Such Ignorance

The ambitious wife of a millionaire gave a big dinner party. Her husband, who had made his money as the inventor of a patent rat poison, was silent during the dinner. As the ladies left the room, his wife found an opportunity to whisper to him:

The Wife—"Why on earth don't you talk?"

The Hubby—"Talk? Why, what's the use of it? Not a single person here knows anything about rats or rat poison."

Bloodthirsty

"Is your wife home?"

"Naw," replied Funkhauser. "She's out with a bunch of prize fighters."

"Prize fighters?" exclaimed Mrs. Popsicle.

"Yes," replied Funkhauser. "She went to a bridge party."

Sympathy

Mrs. Murphy had heard about the accident on the construction job and wanted to know more about it.

"Sure, they was eliven Swedes killed and one Irishman had his foot hurt."

"The poor man!" exclaimed Mrs. Murphy.

His Part

"And you, sir—what have you contributed to the unemployment situation?"

"Five sons."

Word Anatomy

A teacher was instructing the primary pupils in sight reading. After they had mastered the word "cat" she wrote the word "at" and asked what the word was.

A little girl was called on and said: "It is a piece of cat."—Indianapolis News.

Adverb Not Adjective

Plump Girl—"My mother says I'm growing beautiful."

The Brute (regarding her)—"You mean beautifully."—Stray Stories.

NEWS OF EDUCATION

Germany Has "School of Education"

Classrooms Have All-Day Sunshine. School Is Equipped With Many Advanced Features Including a Planetarium

LUBECK, Germany.—In completeness of equipment and in attention to the problem of insuring plenty of sunlight in classrooms, the new primary school, Am Klosterhof, recently constructed by the town of Lubeck, must surely rank high. A product of close co-operation between educators and building experts, it was erected with spacious accommodations for 800 pupils at a cost of $250,000, which was $25,000 below the amount appropriated.

It is a low, elongated structure built of brick, with so many windows that it is called the "school of glass." The classrooms—there are twenty-two—all face the sunny side of the building, so that they all receive sunlight the whole day long. The spaces between the windows are reduced to a minimum. Nor are there any dark corridors. On the inside walls of the rooms frosted glass lets ample light through.

The walls of the corridors are used for exhibits. Here are assembled under glass specimens of animals and birds used in nature study, as well as woodwork and drawings made by the pupils.

The window-sills are equipped with tile shelves so that the pupils can place flower-pots upon them, as is the custom in Northern Germany. And in each classroom is a tiled wash basin, which serves as a reminder of the adjurations to keep clean.

As biology and physics are taught these young pupils, separate rooms for classes are provided where there are work tables equipped with gas jets and water taps. Here the pupils make simple experiments without leaving their seats. Individual microscopes are included in the laboratory equipment. Lessons in drawing and singing are given in a room with a large bow-window arrangement to provide plenty of light. Another large room has work benches and tools for carpentering.

A "turnsaal," or exercise room, is provided, and beneath it is a gymnasium with shower baths and footbaths where the pupils can wash after their games. These rooms are open for use outside of school hours as well as during school time, and so are separated from the rest of the school and have a separate entry. In this section of the building are an assembly hall with a stage on which plays can be presented, and also meeting rooms for parents and quarters for the use of district nurses and physicians.

One room forms a planetarium where single stars or a representation of the entire heavens appears, at the will of the teacher. The planets can be made to move in their courses or to stand still. Co-operation of astronomers made it possible to erect this device at moderate cost. It is used by all the schools of the town. On the roof is a sort of metallic dome though which the sky may be studied.

Voluntary Education At Chicago University

CHICAGO.—More than 700 especially selected "smartest freshmen" heard President Maynard Hutchins outline the new system of education at Chicago University recently. According to plan freshmen will go to class about when they feel like it, read the books that interest them, confer with professors when they like and, in fact, if they wish to do so, go about the task of becoming educated in a manner so revolutionary as to appear to the uninitiated as being rather "free and easy." There is, of course, a "catch" in the scheme for the freshman who accepts the plan too literally. Under the new plan the student who does not make an apparent advance in intellectual proficiency will receive no credits and no reward for whatever time he spends in college. The system is based primarily on a theory that an intelligent, ambitious youth wants to be educated and that it is unnecessary to try to force learning upon him if his thoughts run entirely to other things.

Illinois Revising Its Study Courses

SPRINGFIELD, Ill.—A new plan for the formulation of state courses of study in the public school system of Illinois was recently adopted, a description of which is contained in a bulletin issued by the superintendent of instruction. Under this new plan, in the five teachers' colleges and the College of Education in the university, one member of the faculty is appointed on a committee on each of the subjects which is to be treated in the course of study. These six persons from these six institutions will constitute a permanent continuing committee on the consideration of that subject. Each member of the faculty who is a member of these subject matter committees is also to organize a local committee consisting of nearby county superintendent, a high school principal, an elementary school teacher and a rural school teacher, who will be a consulting and advising committee on the quality and quantity of material to be put in the state course of study.

Blow to Education Seen in Long Slumps

NEW YORK.—Despite universal public instruction America could not find education the cause or cure for the present depression, Dr. Paul Klapper, dean of the School of Education at the College of the City of New York, recently stated. Prolongation of the depression period would, however, unquestionably retard the progress of research and educational practice throughout the world, although the development of educational theory would be correspondingly stimulated thereby, he said. "Education in our democracy is a much indicted institution," Dr. Klapper declared. "People ascribe to the failure of the school many of our social ills, forgetting that education has ever been a product of existing social order, charged with the function of rationalizing and perpetuating the society that supports it. However progressive the teacher and however free and unfettered the school, they nevertheless seek to justify what is, and to set forth all that we leave as a heritage to the succeeding generation as the best that civilization has yet attained."

Smoking Ban In Buildings

CHICAGO.—Northwestern University women students may smoke all they please—but not in the campus buildings. "They may sit or stand on sorority house steps and smoke," said Mrs. Edson Fowler, president of the Quadrangle Association, which maintains the sorority houses, "but they will not be permitted to smoke inside. It's too easy for non-smokers to get the habit in smoke-filled quarters." Miss Jean Van Evera, woman's editor of the Daily Northwestern, announced that she and her girl associates would continue their campaign for "equal smoking rights with men students," who have smoking rooms in several buildings.

SCHOOLS FACE PROBLEM
Lower Revenue Seen as Endangering Program

SPRINGFIELD, Ill.—In addition to the problem raised by the tying up of school funds through the closing of banks in various districts of the State, school officers in Illinois are confronted with two other difficulties, according to F. G. Blair, State Superintendent of Public Instruction. These are, he says, the lowering of assessments of property and the default in paying taxes.

"With school rates remaining fixed by law and the assessed valuation being cut it means a kind of financial strangulation," declares Mr. Blair. "When there is added to this the uncertainty as to how much of the levy will be collected, one begins to see the confusing situation which faces school officers throughout the State. Several general recommendations can be made to school officers to help them in carrying their schools through the present crisis.

"School teachers and school officers should face the situation with the utmost candor and courage. They should not refuse to see the necessity of certain inevitable adjustments to meet the diminishing revenue, but they should not allow themselves to be driven into a state of panic, consenting to impairments and curtailments of the public school program which are not made absolutely necessary by the financial situation."

U. S. Radio System Not Best in World

WASHINGTON. — Taking issue with the recent report of the American Bar Association's committee on communications that the American broadcasting system is the best in the world, Armstrong Perry, former specialist in education by radio in the Office of Education, cabled the National Committee on Education by Radio that "investigation convincingly refutes the statement." Mr. Perry is making an extended survey of European radio systems for National Committee on Education by Radio, an organization of educators formed "to lift the cultural level of American radio." It sponsors legislation to set aside a percentage of radio channels for exclusive use of educational institutions, which the Bar Association's committee opposed in its report. Mr. Perry's cable said in part: "Well informed persons hearing American and European programs declare European best. Europe would not tolerate advertising nuisance, but prefers taxing receivers, thereby giving broadcasters assured income for serving public. Astounded at insult to government in connecting even President's addresses with commercial advertising." Mr. Perry's last comment referred to President Hoover's Lincoln Memorial Address which it was announced was being broadcast through the courtesy of a commercial company which had relinquished its purchased time on the air.

Anthropometry Interest Revived

WASHINGTON.—There has been a revival of interest in the always interesting subject of anthropometry, says the United States Office of Education. "For some years certain height-weight relationships have been in common use in schools as a means of determining malnutrition or at least undernourishment," says the office. "Underweight of a certain degree has also been taken as a possible indicator of tuberculosis. A number of investigations of the past few years have shown that the latter interpretation, of relatively low weight for height, does not hold water with regard to children, and a number of observers have pointed out that very many of those who are underweight are normally underweight. Moreover, we are not at all certain that because a child happens to be of average weight for average height he is well nourished. One look at his teeth will usually tell us that he is not. In fact, in one instance at least, more dental disease has been found in children considered 'well-nourished' than in those of lighter weight for their height. The use of the age-height-weight table as a test of possible tuberculosis, or (except in a very general way) as an indicator of poor nutrition, has been abandoned. This does not mean that weighing and measuring is also to be dropped, for this is as useful as a means of interesting the child in his physical development as it ever was. Moreover, it is most important that we know whether the child is adding to his height and his weight as, from what knowledge we have, we should be led to expect. Comparisons with the average child are not wholly without interest, but interpretations of relationships should be made with more caution."

Staff in Literacy Work Fortified

WASHINGTON. — The National Advisory Committee on Illiteracy has announced an addition to its field service of Dr. Randall J. Condon, former superintendent of the Cincinnati schools, and Dr. Charles G. Maphis, director of the Institute of Public Affairs of the University of Virginia. Mrs. Cora Wilson Stewart, chairman of the executive committee of the National Advisory Committee, stated that these two men will initiate the first important, active, and direct work of the national and state committees since the 1930 census returns on literacy have been made public.

COLLEGE PREPARATION
It Is Called One of Country's Major Enterprises

WASHINGTON.—The preparation of young men and women in universities and colleges for the numerous activities and responsibilities that engross the lives of the American people has become one of the major enterprises of the country, says the United States Office of Education. This, it says, is evidenced not only by the remarkable growth in the number and size of higher educational institutions but also by the increasing seriousness of effort that is being put forth by these institutions to improve the quality of their product.

"Perhaps," the Office declares, "the outstanding feature of college and university education for the biennium 1928-1930 has been the many scientific studies and surveys made covering nearly all aspects of college and university achievement on a scale hitherto unknown in the history of modern education. Although the majority of higher educational institutions have not been entirely devoid of critical self-analysis in the past, it has only been within recent years that conditions have compelled the colleges to study in a more definite manner the ways and means for educational readjustment and to lay firmer foundations for the revaluation of educational aims and procedures."

Chinese Alphabet Latinized by Students

VLADIVOSTOK.—Successful experiments with the Latinization of the Chinese alphabet are claimed here. Soviet and Chinese scholars working in the Far East, under directions from the Academy of Science, have reduced the thousands of Chinese written characters to twenty-eight Latin letters. On the basis of the new alphabet, a group of illiterate Chinese workers was taught to read in six weeks, it is reported. To teach them the ancient Chinese writing would have been impossible.

Migration Boosts High School Numbers

HARRISBURG, Pa. — Increased high school registration in Pennsylvania was atributed to migration of pupils from smaller to larger districts by Dr. James N. Rule, state superintendent of public instruction. Rule said 57,000 boys and girls in the state seek high school instruction in school districts other than the ones in which they live. They constituted eighteen per cent. of a total high school registration of 327,120 in the state. The migratory enrollment increased from twelve per cent. in 1921 to eighteen per cent. for the present school term, he said.

Mexican Children to Get Dry Lectures Each Week

MEXICO CITY.—One hour a week will be devoted in the public schools of Mexico to lectures against the evil of strong drink. The public education department has adopted the proposal to co-operate in temperance program of "persuasion" sponsored by the government.

Plans New System For Teacher Training

NEW YORK.—Teachers College of Columbia University announces a plan for a new type of teacher-training institution to open September, 1932. It will operate as an undergraduate unit at the college level. This new college, to be under the direction of Dr. Thomas Alexander, professor of education, Teachers College, will attempt to demonstrate radically different methods in the selection and training of young men and women who are to become teachers in nursery, elementary and secondary schools. While preparing these young people for teaching positions, the new unit, which will grant the Bachelor of Science and Master's degree, will operate also as a demonstration college in which graduate students in Teachers College may observe improved methods in teacher training. In this respect the new college will be to the field of teacher training what the Lincoln and Horace Mann schools of Teachers College are to the fields of elementary and secondary education. As these schools attempt to create and demonstrate more effective procedures in elementary and secondary education, the new college will attempt to create and demonstrate improved procedures in the training of teachers for elementary and secondary schools and for nursery schools.

U. S. Vocabulary Puzzles English Teacher

FORT WAYNE, Ind.—Miss Doris Chew, an English school teacher who exchanged places for one term with Miss Katherine Rothenberger, says that the vocabulary she learned in English colleges is inadequate in her dealing with American children. Word meanings in the United States are vastly different to English definitions of the same words, Miss Chew finds.

She believed that the United States is far ahead of her country in motion pictures, but also believes that law enforcement is more successful in Great Britain.

Boys Find Gold While "Playing Hooky"

WINDSOR, Ont.—Fifteen pounds of virgin gold, found in a woods by four thirteen-year-old boys "playing hooky" from school, has been turned over to Windsor police. Its value was estimated at $4,000. The gold is believed part of a supply brought by some one from the northern Ontario mines for sale here or in Detroit.

Quality Education Begun at Haverford

HAVERFORD, Pa. — Haverford College began its experiment in "quality" education when it opened for its ninety-eighth year with an enlarged faculty and a carefully selected student body of 300. President W. W. Comfort, in an address to the undergraduates, outlined the plan made public in May whereby the institution hopes to become a model small college. The plan aims at development of the individual in place of "mass production." "We cannot put a plan so sweeping in its changes into full operation at once," said Dr. Comfort, "but as situations arise and opportunities present, the curriculum will be handled on the new basis. The experiment will be fully operating by the college's hundredth anniversary in 1933."

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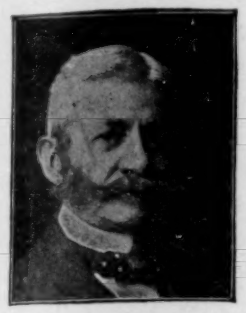

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Ohio College Pupils On Probation 2 Years

CLEVELAND.—Undergraduates at Adelbert College of Western Reserve University are now on "probation" during the first two years of their collegiate career, under a new policy adopted this year. Freshmen and sophomores are considered provisional students, who must attain a certain standard if they are to continue their studies for a degree. If their endeavors fail, they will be asked to leave.

Blind Girl Now Attends High School

FLORENCE, Col.—When school bells rang in Florence, marking the opening of the school term, undoubtedly the most eager prospective pupil in the high school was Rose Gianarelli. Rose is a totally blind youngster from Coal Creek, whose desire to attend high school and provide herself with sufficient education to aid her in making her own way in the world, drew the attention of citizens and organizations of Florence. One men's luncheon club presented the girl with a typewriter, to aid her in the business course she selected. Other citizens aided the parents of Rose to provide sufficient clothing, tuition, etc., to keep her in school. Her instructors report that Rose is progressing splendidly.

"Stay-in-School" $6 Scholarships

NEW YORK.—In line with the campaign of President Hoover's Emergency Committee on Unemployment to induce boys and girls to stay in school instead of competing with adult job hunters and in response to a request from the Welfare Council's Co-ordinating Committee on Unemployment, the Vocational Service for Juniors will resume the work it carried on last winter of granting $6 a week emergency scholarships to children who had left school to hunt for jobs and failed to find them. The service kept eighty-one children in school for the February 1-July 1 term, in addition to the 135 scholarships it regularly carries and administered forty-six grants for the charity organization society.

Urges Parents to Keep Children in Schools

ALBANY.—Speaking on the radio in behalf of the State Teachers Association to the subject "Why You Should Keep Your Child in School," Lieutenant Governor Herbert H. Lehman emphasized that one of the main objectives of President Hoover's Emergency Committee on Employment was to keep all children under sixteen in school in this time of surplus labor. "This 'stay-in-school' movement rests on two sound principles: an aid to society and a benefit to the child," he said. "The State cannot say to all working children, 'you must give up your job and go back to full-time day school.' It cannot pass a retroactive law of this kind. But it can do much to stem the tide of fresh recruits to the child labor army. Our lawmakers can enact legislation at the next session to raise the minimum school-leaving age so as to reduce competition for jobs. Educators and social workers have now come to an almost unanimous opinion that New York should take at least the first step in this direction. It is also urgent that parents do all they can to keep children in school as long as it is possible."

Edison Scholars Ranking High

CAMBRIDGE, Mass. — America's "brightest boys" are displaying in college the same mental alertness which enabled them to win the Thomas A. Edison scholarships. Massachusetts Institute of Technology has released scholastic ratings which gave the public its first peep at the official records of Wilber Brotherton Huston, nineteen years old, of Seattle, the 1929 winner, and Arthur Olney Williams, Jr., nineteen, of Providence, winner of the 1930 and final Edison contest. Huston and Williams, following the summer vacation, have resumed their studies in the junior and sophomore classes, respectively. The records made public were for the second term of the 1930-31 year. Williams was one of twenty-five first-year students listed in the 4.50-5.00, or highest honor group. Six hundred and thirty-five of his classmates had lower ratings. Huston was one of the thirty-six second-year students listed in the 4.00-4.49 or second highest honor group. Only twenty members of the class of 594 attained better averages.

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16 Suspended at U. of Porto Rico

SAN JUAN, P. R.—Sixteen students of the University of Porto Rico, including a co-ed, were under suspension recently because they accused university authorities of discriminating against national youth. They issued a manifesto appealing to all students to join the cause for what they described as national dignity and charging the university administration with attempts to interfere with efforts to regenerate the island.

Depression Hits Night School

DETROIT.—The depression was expected to reduce the enrollment of Detroit night school classes for adults this year. Last fall 25,494 men and women enrolled. Classes are held in twenty-four schools. A small tuition fee is charged for certain classes, but elementary instruction is free.

American School In Munich Opens

MUNICH.—The American School, affiliated with the Institute for German-American Cultural Relations in New York, has opened for its fifth year. In addition to German language courses designed especially for American pupils, the curriculum covers the regular American high school courses, in English; so that American boys and girls brought or sent here can keep up their scholastic training without interruption. It is the only school of its kind in Germany. Of the American pupils who have attended it in the five years of its existence, nineteen successfully passed the college entrance examinations on their return to the United States.

Japan Cuts School Costs

TOKYO.—Japanese school children are getting their books at prices twenty per cent. cheaper than last term at the reopening of the public schools this fall. The Ministry of Education decided on the price cut in line with the Government's general program to reduce the cost of living.

New England Gains In Pupil Exchange

BOSTON.—Approximately $4,893,789 is annually carried out of New England by students from this section seeking education in other parts of the country, according to a survey conducted by Everett W. Lord, dean of Boston University's college of business administration. The results of the study have been reported through the New England Council. An interesting comparison is made with a previous survey conducted by Dean Lord on the amount of money spent in New England colleges and schools by students from other sections of the country. A total of $20,976,661 was reported. Thus it is shown that money spent by New England students in other states is only about one-fifth of that spent by outside students in New England. Both surveys cover the last academic year. The second, concerning students leaving New England for education, includes the most representative universities. New England people are found studying in twenty-four of the forty-eight states. New York has 2,226; Pennsylvania, 701; Washington, D. C., 503; Ohio, 261, and Indiana, 229. The rest range from one to more than 100 students a state.

Legislative Aids For Rural Schools

WASHINGTON. — The legislative trends, according to the United States Office of Education, which seem to promise most for rural schools are: 1. A recognition that all is not well with the existing conditions and a readiness to spend money in discovering the basic facts through survey commissions and other publicity controlled studies. 2. An awakening to the realization that fiscal systems of the states need reform and some provision of funds for state aid and equalization that repair part of the damage done to small school districts by changing economic and social conditions and population shifts resulting therefrom. 3. A new interest in school organization and administration that promises more consolidation, with greater powers to county superintendents and other evidences that units of school administration are more in keeping with the present status of highways and improved transportation are about to be developed.

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Meetings To Be Held

NOVEMBER

4-6: North Dakota Education Association, Secretary M. E. McCurdy, Fargo: Bismarck, North Dakota.

4-7: Kansas State Teachers' Association, Secretary F. L. Pinet, 315 W. 10th Street, Topeka: Lawrence, Manhattan, Salina, Dodge City, Wichita, Chanute, Kansas.

5-6: Association of Urban Universities, Secretary C. S. Marsh, University of Buffalo, Buffalo, New York: Toledo, Ohio.

5-6-7: Tenth Annual Meeting of the All-State Conference for Vocational Homemaking Teachers. Sherman Hotel, Chicago.

5-7: Wisconsin Teachers' Association, Secretary Bart E. McCormick, 716 Beaver Building, Madison: Milwaukee, Wisconsin.

6: Essex County Teachers Association, Tremont Temple, Boston. Secretary, George Campbell, Marblehead High School, Marblehead, Mass.

6: Worcester County Teachers Association, Plymouth Theatre, Worcester. Secretary, Everett L. Wentworth, Junior High School, Worcester, Mass.

10: Women's Education and Industrial Union, Mary H. Tolman, 264 Boylston Street, Boston: Boston, Massachusetts.

11: Missouri College Union, Secretary L. G. Abernathy, Fayette: St. Louis, Missouri.

11-14: Missouri State Teachers' Association, Secretary E. M. Carter, Columbia: St. Louis, Missouri.

12-13: New England Association of School Superintendents, Secretary C. H. Chace, Beverly: Boston, Massachusetts.

13: International Education Board, Secretary William W. Brierley, 61 Broadway, New York City: Richmond, Virginia.

17-19: National Congress of Parents and Teachers of Maryland, Secretary Mrs. Alfred C. Levis, 511-S Roland Avenue, Baltimore, Maryland: Baltimore, Maryland.

18: Carnegie Foundation for the Advancement of Teaching, 522 Fifth Avenue, New York City, Secretary Clyde Furst, 522 Fifth Avenue, New York City: New York City.

18: Illinois City Superintendents' Association, Secretary C. Bruner, Kewanee: Urbana, Illinois.

19-21: High School Conference, A. W. Clevenger, Administration Building, University of Illinois, Urbana: Urbana, Illinois.

22-25: South Dakota Education Association, Secretary N. E. Steele, 3 Perry Building, Sioux Falls: Mitchell, South Dakota.

23-28: Virginia Education Association, Secretary C. J. Heatwole, 300 Lyric Building, Richmond: Richmond, Virginia.

24-25: Association of Public School Trustees of Virginia, Secretary F. Diehl, Farmville: Richmond, Virginia.

26-28: Texas State Teachers' Association, Secretary R. T. Ellis, 410 E. Wetherford Street, Fort Worth: Corsicana, Texas.

26-28: Texas State Teachers' Association (colored), Secretary R. T. Tatum, 711 Poplar Street, Beaumont: Beaumont, Texas.

27-28: Central Association of Science and Mathematics Teachers, Secretary W. F. Roecker, 3319 North 14th Street, Milwaukee, Wisconsin: Chicago, Illinois.

27-28: Idaho Education Association, Secretary John I. Hillman, 331 Sonna Building, Boise: Boise, Idaho.

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